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ABSTRACT

A model for program evaluation at Los Angeles Trade-Technical College is presented in this report as a guide for faculty and administrators in developing a campuswide evaluation program. First, introductory material provides an overview of the history of the college, the effects of recent cutbacks, and the goals and mission of the college. Next, a review is presented of the phases and results of a 1980 curriculum revision project, which was conducted to revise the curriculum to meet the 21-hour contract provisions for instructors arising from a collective bargaining agreement and to maintain the maximum amount of weekly student contact hours. Next, the program evaluation model for the college is presented, including a statement of the college mission and the objectives of the program evaluation process, and questions to be answered as part of the evaluation process regarding college programs, program curricula, college faculty, students, administration, and campus support services. Finally, the process of program evaluation is outlined. This process includes the distribution of self-study packets, a review of self-study reports by an evaluation team, an assessment of evaluation team conclusions and recommendations by program faculty, the preparation of a final report, the use of the evaluation report in planning, and a review of the evaluation process. Appendices include relevant background information and forms pertaining to the curriculum project and the program evaluation project. (HB)

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PROGRAM EVALUATION GUIDE: A PILOT PROJECT

BY

JEAN MCTYRE

LOS ANGELES TRADE-TECHNICAL COLLEGE

ACADEMIC AFFAIRS REPORT NO. 84-1

JULY, 1984

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ACKNOWLEDGMENTS

In October of 1983 upon her acceptance of the position of Acting Assistant Dean of Curriculum & Learning Resources, Ms. Jean McTyre was requested to review the 1980 Los Angeles Trade Technical College Curriculum Revision Project. Ms. McTyre's review of that project and her independent study of many other curriculum and program models has resulted in this Program Evaluation Guide: A Pilot Project.

Ms. McTyre's untiring study, her involvement with the Los Angeles Trade Technical College faculty and her in-depth knowledge of college curricular and learning resources all played important roles in the development, organization and writing of this pilot review guide. Los Angeles Trade Technical College, by utilizing this proposed model to annually conduct internal program reviews, will continue to demonstrate its educational leadership by assuring that its programs are vital, relevant and current. Without Ms. McTyre's dedication and perservance the guide would still be just "another idea" that never developed.

A very special thanks is extended to the Program Evaluation Project Steering Committee (see appendix) who provided candid and sound advice as the guide was being developed.

Finally our appreciation is extended to Mrs. Geraldine Mays for typing the final copy, to Mr. Javier Mondragon for printing the final copy and to all who contributed by recognizing that the maintenance of excellence and continual introspection are inseparable.

Thomas G. Lakin
Vice President, Academic Affairs
July, 1984

INTRODUCTION

Los Angeles Trade Technical College is one of the largest public vocationally-oriented community colleges in the nation. It serves the 882 square mile L. A. Community College District as well as many cities in Orange and Ventura counties.

Since 1925 as Frank Wiggins Trade School, the college has continuously increased facilities and broadened its scope of instruction to keep pace with changing conditions in local industry. The College currently has 60 advisory committees whose members represent the needs of industry, business, labor, and the surrounding community.

Trade Tech offers, in addition to 90 different occupational programs, a complete academic transfer program. The College is committed to excellence in education and its degree programs reflect difficult requirements.

As a result of a two year study in 1979 Trade Tech developed a mission statement. The Mission Study Task Force, in cooperation with Canyon Research Group, surveyed currently enrolled students, faculty, classified employees, representatives of business and industry, high school counselors and the local community. In addition to the surveys, a study of the educational literature was made, interviews with other colleges were conducted, and the demographics of the service areas were examined.

The following statement is the result of that two year study and reflects the mission of Los Angeles Trade Technical College.

> Within the LACCD, Los Angeles Trade Technical College is a specialized institution, offering collegiate level instruction leading to a certificate or associate degree, or transfer to a four year institution, through a variety of in-depth career programs in the trade, technical, and business areas. General education is offered to meet the requirements for obtaining the associate degree, as well as to provide, to an appropriate extent, the needs of students desiring an associate degree in General Studies.

In the past the mission of the community colleges was to provide a variety of services to a broad mix of students. In many ways the community colleges have attempted to be all things to all people. Since Proposition 13 the California community colleges have seen a steady decline in their funding. The number and quality of educational programs and services have suffered as a direct result of this fiscal decline. The debate over community college funding has only recently concluded. For the first time a $50 a semester tuition will be imposed on each community college student. Funding has dropped severely from the 1978 level when Proposition 13 was passed. The community colleges can no longer afford to be all things to all people.

According to a recent article in the L. A. Times, the California Community Colleges Board of Governors said that the

"community colleges should return to a more basic educational role". The Board added, "Vocational education and the preparation of students for transfer to four year colleges should become the highest priorities for the State's community colleges."[1]

The Los Angeles Community College District office recently published a discussion paper that examines the educational needs, goals, and resource requirements of the Los Angeles Community College District over the next five years. The District leadership realizes that changes must be made in programs and services if we are to meet the educational needs in the areas of vocational and transfer education. That discussion paper, entitled, Educational, Needs, Goals and Resources: Planning Issues for the Los Angeles Community Colleges, 1984-85, is an attempt to outline the educational needs of potential L. A. Community College District students during the next five years. The basic conclusion of this paper is that proper planning is necessary if we are to meet those educational needs.

Trade Tech will play a major role in meeting the transfer as well as vocational needs of future students. It is not only important that the vocational programs are of the highest quality and that the skills taught are those demanded by business and industry, but also that transfer students have the necessary academic skills to compete at four year colleges and universities.

To that end some method of internal program evaluation is necessary. At present there is no systematic method for curriculum review or program evaluation. In 1981, due to the necessity to

meet contract provisions, LATTC completed a year long curriculum revision project. That project did not include all of the educational programs of the College and there has not been any systematic curriculum revision since.

This paper will provide an overview of that 1980 Curriculum Review Project and will attempt to provide a sample model for program evaluation for LATTC. This model will serve only as a guide in order that the faculty and administration can jointly develop a model that will meet the needs of the campus.

REVIEW OF THE 1980 CURRICULUM REVISION PROJECT

On September 30, 1980, in an attempt to achieve parity for LACCD instructors, the American Federation of Teachers bargained for and won a provision in the 1980-83 contract calling for a faculty teaching load limit of 21 hours of instruction. Though the provision was effective with the Fall 1980 semester, the contract allowed a deadline of June 20, 1981 for the complete reduction of all faculty teaching loads to 21 hours. Leslie Koltai, Chancellor of the Los Angeles Community College District, established an initial conversion deadline of February 1, 1981.

The new contract provisions were to have a major effect on the faculty of Los Angeles Trade Technical College. A sizeable number of the day faculty taught in vocational "block" programs involving 24 weekly hours of instruction. (A "block" program is one in which students are assigned to their semester sequence of courses in one continuous time period. They receive all of their instruction in consecutively scheduled classes. A typical block schedule is one which begins at 7:00 a.m. and concludes at 12:00 p.m.). Conforming to the provisions of the contract was to be a major task for the administration and faculty of Trade Tech.

As a result of the new contract provisions LATTC was confronted with several questions: How to convert Trade-Tech faculty load from 24 to 21 hours in an orderly and effective manner by February 1, 1981; how to maintain high program quality with a reduction of instructional hours; how to retain the possible loss

of revenue that would occur with the reduction of WSCH (Weekly Student Contact Hours: the number of hours a student is scheduled to be in contact with an instructor) and what effect would the new contract provisions have on the college's internal processes?

The timeframe from September to February was considered too limited to make major curriculum adjustments without undermining the quality of the programs. Approximately 42 programs in eleven departments involving 137 instructors were to be involved in the project.

When the contract was signed (Fall 1980), two of the three college Deans were new to the campus. The Dean of Instruction and the Dean of Administrative Services were both unfamiliar with not only the college but also with faculty concerns and curriculum.

Trade Tech's vocational programs were being taught in the previously described "block" format involving 24 hours of instruction. Traditionally LATTC vocational students learned their "trade" through the "hands on" approach. The possibility of reducing lab hours while expanding lecture hours to maintain units would have severely jeopardized program effectiveness and quality. (Unit definition: units of credit are measured according to the state of California's definition of a Carnegie unit. Carnegie units are defined as follows: The number of units of a class is determined by the combination of the number of hours of lecture and/or lab time that is required. One unit of lecture is equal to one hour, while one unit of lab is equal to three hours. ie: a three unit class may break down to three hours of

lab and two hours of lecture. To reduce faculty load meant reducing lab hours).

Educational planning was necessary to maintain program quality, meet the needs of the students, and reduce the faculty load. It was not simply a matter of arbitrarily eliminating three hours of instruction from each teacher's load. Program effectiveness would be jeopardized without a conscious plan for revising the curriculum.

Of the 255 full-time instructors at Trade Tech, 137 instructors were involved in a "block" program involving 24 weekly hours of instruction. They represented 90% of the day instructional program in apparel arts, commercial art, automotive, building technology, culinary arts, drafting, electrical/mechanical, electronics, cosmetology, metals and printing (nursing, business, P.E. and academics were excluded). They produced 77,405 WSCH per semester. The loss of 5% of the total WSCH in terms of the 1980-81 budget represented nearly $900,000. (This projection was based on state funding formulas which convert WSCH to ADA. ADA, Average Daily Attendance, is computed by the State of Cslifornia using a formula which converts college WSCH figures to ADA. The ADA figure is used by the State to fund colleges.)

The college was faced with how to restore as much as possible of that lost 9,676 WSCH. One possible solution was to add new elements to the curriculum as the faculty load was reduced by three hours. For example, the drafting student would have a required three hour math course, the metals student a required three hour mettallurgy course, and the culinary student a required

three hour data processing course. An additional solution to make up the three hour deficit was to require math or English classes in each program where there was a reduction from 24 to 21 hours. The fiscal impact was considered far too great to consider these as total solutions, since classes in these other areas were already filled to capacity. Increased class size was another solution except that nearly all of the lab and shop areas in the college were designed for a maximum of 25 to 30 students. Double shifts would require double instruction.

In addition to deciding how the 24/21 contract provisions were to be met, thought had to be given as to how the college internal processes were to be affected. Time lines needed to be established for the preparation of the Spring '81 and the Fall '81 college schedule. The hours and units of the class offerings were undoubtedly going to change. As a result of the 24/21 project program and course content would have to be rewritten for inclusion in the 1981-82 college catalog. The time line would have to be shortened and the preparation would have to be included in the process.

Registration dates could not be confirmed until the date of delivery of the schedule and the catalog was established. Without a class schedule, faculty assignments could not be determined.

Trade Tech's administration, realizing the complexity of the problem resulting from the new contract provisions, sought assistance from the district office. The college requested that the original conversion deadline be extended from February 1, 1981 to June 20, 1981. In addition, the college requested that all

affected faculty be placed on voluntary overloads, thus remaining at 24 hour assignments but paid hourly for the 3 hour overload until the project was completed. Both requests were granted.

The college had several options to choose from, but the most important consideration was always maintaining program quality. It was determined that the "in house" staff was inadequate for the conversion project. Objectivity and expertise in vocational curriculum development were required to complete the project in the short time frame.

John Owens, a professional curriculum consultant with the Professional Leasing Company, was contacted to coordinate the project. Mr. Owens, a former Vice Chancellor of Orange Coast Community College, had had years of professional experience in vocational education as well as service as a consultant to many educational institutions. He was provided with a complete office on campus and access to all staff and resources.

An Administrative Facilitator with full release time from administrative duties was also assigned to the project. This administrator had veto rights over all persons working on the project, was responsible for providing the consultant with local campus information, data input, resources, and acted as a resource person. Marilyn Urmstron, Assistant Dean of Instruction, was selected for this position. Mrs. Urmstron had served as a instructor and administrator at Trade-Tech for many years and she was selected for her thorough knowledge of the instructional programs of the college.

A Steering Committee, made up of several members of the

faculty, was formed to serve as a liaison from the faculty to the consultant to provide ongoing input on faculty concerns. All phases of the project were presented to the Steering Committee for feedback.

The curriculum revision project had two main objectives. (1) Revise the curriculum to meet the 21 hour contract provisions in the allotted time frame and (2) retain the maximum amount of WSCH. To be certain of meeting these objectives, Mr. Owens established a time line with due dates after meeting with the college administration, the Steering Committee, and the Project Administrator. (See appendix). This time line outlined the sequence of the project and provided dates for all tasks to be completed. The actual project was completed in a series of phases.

PHASE I

During this period the consultant met with the faculty and department heads to gain insight as to their feelings about the reduction from 24 to 21 hours of instruction. The faculty were requested to submit their proposed solutions to the 24/21 problem. The solution chosen by most of them was the elimination of three hours of instruction from each of the 26 affected programs. This approach, however, did not take into consideration the impact on program effectiveness.

After reading the Mission Study, conferring with the Steering Committee, and studying the curriculum patterns in effect at the time, Mr. Owens developed a plan of action. The plan and a detailed orientation as to how the project was to be completed

were presented to the faculty and administration in a series of workshops.

PHASE II

Mr. Owen's plan consisted of restructuring the curriculum to meet the 21 hour requirement by using the competency based format of instruction. (Competency based instruction is the method of instruction by which students are taught particular tasks (competencies) that have been identified as being essential for proper preparation). All course outlines, whether needed or not, in the 46 programs were rewritten in this format.

A Task Analysis Survey was developed to properly determine what competencies were required for each course. The Task Analysis Survey was a questionnaire that included the objectives of a course and a list of tasks that the student was expected to complete in each unit of a course. The appropriate frequency and difficulty levels for each task competency were indicated.

Based on the information from the Task Analysis Survey, instructors rewrote their course outlines using competencies that were identified as being essential to proper student preparation. Unnecessary components of each course were then to be eliminated. All of the instructors in particular programs worked together on this project.

Though restructuring the curriculum to meet the 21 hour load requirement was the main goal of the project, retaining maximum WSCH was another important aspect of it. Several approaches were used by the faculty and the consultant. They included: (1) removing blueprint reading, applied science, metallurgy,

etc., from the old course outlines and offering them as separate classes taught by the subject matter instructors or in another department in the college, (2) team teaching, primarily in labs and in some lectures, (3) reassigning instructors within the division, (4) use of directed studies, (5) use of the Buddy System - whereby one teacher under State regulations could cover two sections of laboratory, (6) use of open labs where students at different levels are supervised by one instructor, (7) use of core programs where all students attend lectures in the same program at the same time, (8) use of separate lectures for each level and a combined lab period (which works well in low enrollment courses), (9) elimination of duplicate lectures in multi-section classes, and (10) offering more afternoon classes. (See results of project page 14 to 16).

PHASE III

Once the curriculum was restructured to accommodate the three hour reduction it was necessary to organize the material for preparation of the class schedule and the catalog. Until the necessary curriculum changes were made it was impossible to prepare either of these documents. In workshops the consultant provided guidance in the preparation of information sheets for each revised course. The information sheet included:

Name of course

Lab/Lecture hours; units of credit

Vocational or transfer

Course objectives

Catalog description

Prerequisities

Required texts

These information sheets were then the basis for preparing the course descriptions for the catalog. Once class hours were determined and approved the class schedule process began and faculty assignments were made. Due to the abbreviated time frame and to be certain the college was meeting the 21 hour requirement, Mr. Owens worked closely with the department heads to assist in the preparation of not only the schedule but also the instructor assignments.

A spin off of the curriculum revision project was the improvement in instructor and program efficiency. Mr. Owens provided guidance in the form of workshops and handouts in methods of improving instruction in the various programs.

Some of the concepts covered were:

Benefits of the use of competency-based instruction

Better organization and management of lecture/lab

Improved record keeping

More efficient use of time

The results of a faculty survey indicated that much of the faculty felt their instruction did improve as a result of the project.[2]

As previously stated the project had two main objectives. The first objective was to revise the curriculum to meet the 21 hour contract provision. The loads of all vocational instructors were reduced to 21 hours by June 1, 1981. The affect of those curriculum changes on the college was threefold: 1. The faculty, department

heads and the administration were required to examine carefully the manner in which LATTC was delivering its educational programs. 2. The college had to seek methods which could be used to effectively revise the instructional process. (In some departments the project caused them to offer new options to their students. Some departments began to work with other departments to enrich their programs with instruction from a different area), and 3. The college began to re-examine those skills that industry and business feel are most important for the Trade Tech graduate.

Trade Tech vocational programs had for many years been taught in a certain manner and project changes did create some unrest among faculty. The actual process of change became a problem because many teachers did not agree with the contract provisions and felt no need to make program changes. The resistance to change was the major negative aspect of the project and in particular areas it actually prevented some curriculum revision.

The second main objective of the project was to maintain WSCH. As was previously indicated, several approaches were used by faculty and the consultant to maintain WSCH. Since each of LATTC's instructional programs is different and the methods of instruction differ, all approaches could not be applied to all programs.

RESULTS OF THE PROJECT

Below are the approaches used by the faculty and the consultant to retain WSCH with the results of those approaches.

1. Removing blueprint reading, applied science, metallurgy, etc. from the old course outlines and offering them as separate

classes taught by the subject matter instructors or in another department. In other departments, however, the instruction is organized in such a way that the "block" concept works very well and it was not possible for students to take courses in another department. All curriculum changes made in those departments were internal. The students were encouraged to pick up 3 hours of instruction in another subject.

2. Team teaching primarily in labs and in some lectures. Team teaching is not a method of instruction at Trade Tech.

3. Reassigning instructors within the division. Some instructors were reassigned within their division. Instead of a person having a whole block, the blocks were broken up and some instructors were no longer assigned to teach in consecutive 5 hour assignments each day. Instead their load was spread out over the entire week in 21 hour increments.

4. Use of directed studies. Directed studies is not used very extensively at Trade Tech.

5. Using the Buddy System. The buddy system was developed wherever possible to have overlapping laboratories so that the student's programs all remained the same. Three hours a week were simply removed from the faculty assignments in the department.

6. Using open labs where students at different levels are supervised by one instructor. This approach is still under consideration by the college.

7. Using core programs where all students attend lectures in the same program at the same time. This approach is still

under consideration by the college.

8. Using separate lectures for each level and a combined lab. This is a viable instructional alternative but the college has very few large lecture rooms.

9. Elimination of duplicate lectures in multi-section classes. Same as above.

10. Offering more afternoon classes. The college has an excess room capacity in the afternoons. Many programs are still taught primarily during the morning hours. This approach is still being explored by the college.

The following chart of WSCH comparisons of programs in which instruction was reduced from 24 to 21 hours (day enrollment only) indicates the actual changes in WSCH that occurred from Fall 1980 to Fall 1981.

WSCH COMPARISONS OF PROGRAMS IN WHICH INSTRUCTOR LOAD WAS REDUCED FROM 24 TO 21 HOURS (DAY ENROLLMENT ONLY)

		FALL 80	FALL 81	% CHANGE FALL 80 TO FALL 81
	ELECTRONICS DEPARTMENT			
5386	Elect. Engineering Tech.	1059	1419	34.0
5385	Elect. Assistant	1824	1176	-35.5
0065	Radio & T.V.	408	648	58.8
0933	Electronics Technology	6208	7252	18.5
0971	Computer Maintenance Tech.	1155	1080	- 6.5
0691	Radio Communications	864	939	9.4
	METALS DEPARTMENT			
5351	Welding Gas & Electric	3557	3270	- 8.1
3095	Automatic Vending	652	845	29.6
0982	Machine Shop	4665	5048	8.1
0954	Plastics Tech.	754	726	- 3.7
	ELECTRICAL MECHANICAL DEPARTMENT			
5349	Refrigeration/Air Conditioning	2496	2271	- 9.0
0997	Air Cond. Tech.	1215	993	-18.3
0964	Basic Air Cond. Techniques	870	814	- 6.4
0932	Elect. Const. & Maintenance	5328	4287	-19.5
	AUTOMOTIVE DEPARTMENT			
5343	Truck & Heavy Equip. Repair	1914	2018	5.2
0984	Motorcycle Repair Mechanic	1446	1569	8.6
0962	Automotive Servicing	1316	1217	- 7.5
0947	Automotive Mechanics	4728	5940	25.6
0946	Auto Body & Fender	1152	1239	7.6
	BUILDING TRADES DEPARTMENT			
5339	Cabinet Making & Millwork	1809	2128	17.6
5332	Plumbing	--	1558	--
5330	Carpentry	3087	3116	.9
0937	Sheet Metal Work	618	681	10.2

		FALL 80	FALL 81	PERCENTAGE OF CHANGES
	APPAREL ARTS DEPARTMENT			
3094	Industrial Sewing	432	525	21.5
3091	Fashion Design	7860	7484	- 4.8
	PRINTING DEPARTMENT			
3093	Bindery	526	684	30.0
1094	Photo Offset	1704	1928	13.1
1092	Letter Press	1992	1768	-11.2
1037	Graphic Arts Management	476	342	-28.2
1036	Printing Technology	5064	1404	-72.3
	Graphic Arts Composition	1146	914	-20.2
	ART TRADES			
3092	Merchandise Display	300	360	20.0
1009	Art Prod. Assist.	2298	2106	- 8.4
1088	Sign Graphics	480	520	8.3
1012	Photography	1570	1480	- 5.7
1009	Commercial Art	1840	1640	-10.9
0974	Technical Illustration	536	616	14.9
	CULINARY ARTS DEPARTMENT			
1399	Chef Training	3228	3384	4.8
1392	Professional Baking	684	876	28.1
0588	Catering Arts	636	612	- 3.8
0508	Restaurant Management	915	756	-17.4
	DRAFTING DEPARTMENT			
0972	Mechanical Drafting	2813	2488	-11.6
0230	Architectural Drafting	2791	2517	- 9.8

The above document is from LACCD Report: Program Enrollment 1977 - 1981

In an attempt to determine what the faculty and department heads thought of the Curriculum REvision Project, a survey was distributed by the Office of Instruction. The results of that survey are available in the Office of Academic Affairs. See the appendix for a sample of the survey. One of the questions on the survey was: Do you agree that some type of systematic curriculum review is necessary? The majority response to this question was positive.

On the following pages program evaluation is defined and the proposed model for program evaluation for Trade Tech follows. This model will be tested during the 1984-85 academic year and changes will be made as deemed necessary.

PROGRAM EVALUATION - DEFINED

Program evaluation is defined as the process of determining the value or effectiveness of an activity for the purpose of decision making. The purpose of evaluation is the improvement of instruction. (Program as used in this case refers to an academic/occupational course of study leading to a degree or certificate.)

WHY IS EVALUATION NECESSARY AND FOR WHAT IS IT USED?

Evaluation helps clarify the school's goals and objectives. It provides a vehicle for the diagnosing and improvement of existing programs.

KINDS OF EVALUATION

There are two kinds of evaluation: formative and summative. Formative evaluation is gathering and using information during the process of creating or developing a program. It is on-going and used in decision-making to improve the program as it develops. Summative evaluation is gathering information necessary to judge a program once it has been developed or evaluate it after it is in operation. Trade-Tech will be involved in a summative evaluation process of all of the existing programs.

PROGRAM EVALUATION MODEL

FOR

LOS ANGELES TRADE TECHNICAL COLLEGE

INTRODUCTION

Los Angeles Trade Technical College has developed this model for program evaluation in an attempt to provide a vehicle for the diagnosing and improvement of its academic and vocational programs. The evaluation process will assist the college administration in determining the proper allocation of resources (staff, facilities and funds), in staff development and in curriculum development.

The evaluation process will be a method to make positive changes on campus. In no way is it to be used to eliminate viable programs. However, it will point out those programs that need improvement. The results of the program evaluation will be made a part of the planning process of the college and will be shared with the members of the Instructional Planning Group.

The following statement is the educational mission of Los Angeles Trade Technical College. It is included here to provide a context for the evaluation of the college's programs. Each of the instructional programs plays an important role in meeting this mission and will be evaluated accordingly.

> Within the LACCD, Los Angeles Trade Technical College is a specialized institution, offering collegiate level instruction leading to a certificate or associate degree, or transfer to a four year institution, through a variety of in-depth career programs in the trade, technical, and business areas. General education is offered to meet the requirements for obtaining the associate degree, as well as to provide, to an appropriate extent, the needs of students desiring an associate degree in General Studies.

The following program evaluation guide will attempt to meet these objectives:

1. To develop quantitative and qualitative information on the colleges educational programs.
2. To assess the extent to which educational programs are serving our community.
3. To assess student progress in educational programs.
4. To assess educational program strengths and weakensses.
5. To identify those factors which may lead to educational program improvement.

6. To provide a systematic self-analysis of educational programs.
7. To provide a vehicle for the faculty and the administration to interact while assessing educational program vitality.

PROGRAM DESCRIPTION

Before information can be gathered about a program's curriculum, faculty or students, it is first necessary to gather information on the overall program. The questions in this section have been included to provide basic information about the overall program.

PROGRAM DESCRIPTION

I. BASIC PROGRAM BACKGROUND INFORMATION

A. Briefly describe this program

1. What jobs can graduates expect to compete for as a result of program completion?
2. What academic skills will a program completer obtain?
3. What are the current needs of industry in this field?
4. Are there any costs associated with this program that a student must assume?
5. What is the WSCH for courses in the program?

B. Describe the marketing plan for this program.

C. Describe the role of the program's advisory committee.

D. Describe any articulation agreements between universities and this program.

E. What impact do legislative regulations and/or union contract agreements have on the program?

F. Is the necessary equipment for the program adequate?

1. How current is it?
2. How well maintained is it?
3. Is there an adequate amount of space available for instruction?

CURRICULUM

The mission statement defines the goal of the college. The curriculum reflects how that goal is met. It is vital that the instruction provided in the trade/vocational areas is "state of the art" and reflects the needs of business and industry. The academic program should not only provide courses that will meet the general education needs of students but also allow for transfer to four year institutions.

The answers to the following questions will assist in determining how well your program's curriculum meets the goals of this college.

CURRICULUM

I. DESCRIPTION OF THE CURRICULUM

A. Assemble a listing of the program's degree and certificate requirements, including the course descriptions.

1. Indicate which of the program's electives can be substituted for the required courses.

2. Is the curriculum organized in the block format, if so, why?

II. THE CONTENT OF THE CURRICULUM

A. Describe how the curriculum reflects "state of the art" as defined by business and industry and faculty professional associations.

1. When was the last time the course outlines were updated?

B. Describe how the program uses interdisciplinary approaches in its courses to meet co & prerequisites.

C. Is the program transferable? If not, are any of the courses transferable? If so, list them.

D. How does the curriculum meet the competency needs of the students in writing, reading, and math?

E. Describe any innovations in this program.

III. EVALUATION OF THE CURRICULUM

A. How does the faculty in the program evaluate the quality of its curriculum?

B. Describe weak areas of this program and recommend remedies.

IV. DETAILS OF THE PROGRAM

A. What mechanisms exist to assure that each course is meeting its objectives?

B. Are co & prerequisites used appropriately?

C. What value are the assessment tests to the placement of students in the proper courses?

THE FACULTY

Program quality is based on the quality of instruction. The number of faculty and how prepared they are for teaching both have a direct effect on the program. The following questions will provide information about the faculty in the program.

THE FACULTY

I. DESCRIPTION OF THE PROGRAM FACULTY

A. The total number of faculty:

1. Full time.

2. Part time

B. What is the average class size.

1. What impact does it have on the program?

C. Describe faculty qualifications (experience and recency of experience).

1. How many teachers hold advanced degrees?

2. What methods are used to assure that faculty members are current in their fields?

D. What is the teaching load of each instructor?

II. THE FACULTY AND THE CURRICULUM

A. How much control do the faculty have over course content?

B. Describe how the faculty is involved in inter-disciplinary instruction.

C. Describe any teaching innovations by the faculty.

D. What is the extent of the staff development effort?

1. What methods are used to assure that faculty are aware of new teaching methods.

III. EVALUATION OF TEACHING

A. What mechanisms exist to evaluate faculty?

B. How is the teaching of faculty members rated by students and industry?

THE STUDENTS

The following set of questions will help to determine the number and type of students enrolled in the program.

I. STUDENT STATISTICAL DATA

A. Number of students enrolled in program.

A. Full time.

2. Part time.

B. Number of students enrolled for the degree and/or the certificate.

C. Number of students who complete the program.

1. In the expected time span.

2. In a greated time span.

D. How many students fail to complete the program?

1. Because they locate employment.

2. Transfer to other programs at the college.

3. Other?

E. What is the transfer rate for the program?

F. What efforts are made to follow up on students who do not complete the program?

G. How many students are placed in jobs upon graduation.

II. STUDENT DEMOGRAPHICS

A. Number of out of state students.

B. Student ethnicity. (First through fourth semester or course by course).

C. Percentage of high school graduates and percentage of students currently employed.

D. Number of men and women.

E. What is the average age?

III. GENERAL STUDENT BACKGROUND INFORMATION

A. How prepared are students entering the program?

B. Are entering students' reading and writing skills sufficient to complete introductory courses?

1. Are there special remedial or tutorial services available to assist those students with special needs?

C. How available are faculty to students before and after class?

D. What is the effect of the counseling function on the placement of students in the proper class?

E. Does the faculty provide student advisement?

F. How much outside recruiting takes place and what is its impact on the quality and type of student in the program?

G. How prepared are students upon leaving the program for employment or transfer to a university?

ADMINISTRATION AND CAMPUS SUPPORT SERVICES

Instructional programs do not exist in a vacuum. They are affected by the quality of the administration and the various support services existing on campus. The following set of questions will assist in determining just how much the program is affected by these two areas.

ADMINISTRATION AND CAMPUS INSTRUCTIONAL SERVICES

I. CAMPUS AND DEPARTMENTAL ADMINISTRATION

A. Describe and characterize the leadership that the President, Vice-President, Dean and Department Head give to the program.

B. How does the campus budgetary process affect the program?

C. What impact does the admissions and registration process have on the program?

D. How accurate is the program information in the College Catalog and Schedule of Classes.

1. What steps are taken to assure that inaccuracies are removed?

II. INSTRUCTIONAL SERVICES

A. What is the impact of the counseling function on the program?

B. Describe the availability of tutorial services to students in the program.

1. How extensively are those services used?

C. Describe the quality of the services provided by the various departments of the LRC. (Library, Instructional Resources Lab, Media Services)

1. How extensively are those departments used?

2. What effect does the LRC have on student success?

3. How up to date is the materials collection in the program area (both A-V and books).

4. Are computers important to the success of the program? How much do students and/or instructors make use of the Computer Lab?

THE EVALUATION PROCESS

All of the instructional program will undergo evaluation in a systematic manner. The number of programs to be evaluated each year is still to be determined, however, annually at least one will be academic and one will be vocational. The process will commence at the beginning of the Fall semester and conclude prior to the start of the IPG meetings in the Spring. The selection of programs for evaluation will be at the discretion of the Vice President of Academic Affairs.

The reviews will be conducted by an evaluation team and will include extensive involvement from the program faculty. The following describes the sequence of the process and outlines the timelines for each stage of that process.

SEPTEMBER THRU NOVEMBER

SELF-STUDY PACKET DISTRIBUTED

Program faculty will review and complete the self-study packet. This report will provide background information and form a basis for questions to ask during site visits.

DECEMBER THRU JANUARY

THE REVIEW STAGE

Self study reports are reviewed and discussed by the evaluation team. Questions are developed and site visits are scheduled for January. Additional data is gathered if necessary.

FEBRUARY THRU MARCH

ASSESSMENT STAGE

The rough draft of the evaluation team report is shared with the program faculty. The draft includes conclusions and recommendations of the team. Errors of fact are corrected at this stage. Faculty are encouraged to provide written feedback. Exit interviews are conducted with the program faculty and the administration and surveys are distributed.

APRIL

RECOMMENDATIONS MADE FINAL

The final report is written and will include the following data:

WSCH report

A & I and equipment report

Advisory report

Faculty feedback

Program self study

Outside accrediting reports (optional)

MAY

IMPLEMENTATION

The evaluation report is submitted to the IPG at least 4 weeks before the planning process begins

MAY

REVIEWING THE PROCESS

The Program Evaluation Project Steering Committee will meet in February and June to review the evaluation process.

EVALUATION TEAM MEMBERS

Department Head

Faculty Member from the program

Department Head from another school

Two Faculty Senate representatives

Counseling representatives

LRC representative

Assistant Dean of Curriculum & Learning Resources

Dean from another school

Vice President of Academic Affairs (ex officio)

CONCLUSION

This is the first model of this type for Trade Tech. Though much time has been spent in research and discussion this model will certainly change as it is put into use. It was developed as a starting place with the assistance and advice of the college community. A more refined guide for systematic program evaluation will be completed at the end of the coming year.

A P P E N D I X

1. Article XIV of AFT/LACCD Agreement 1980-83
2. Programs Involved in 1980 Curriculum Revision Project
3. Timeline of the 1980 Curriculum Revision Project
4. Task Analysis Survey
5. Curriculum Revision 1st Semester Follow Up Survey
6. Faculty Curriculum Project Evaluation Survey
7. Office of Instruction Functions Faculty Evaluation
8. Program Evaluation Project Steering Committee
9. Program Evaluation Project Factors Survey

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Article XIV Assignment

Assignments, Full Time

a. *Teaching Faculty Members.* Monthly rate faculty members paid on the Certificated Preparation Salary Schedule who are assigned to full time teaching positions shall render service to the District for 30 hours per week exclusive of duty-free mealtimes with discipline teaching hours in accordance with Table A.

b. *Librarians.* Monthly rate librarians paid on the Certificated Preparation Salary Schedule who are assigned to full time positions shall render service to the District for 30 hours per week exclusive of duty-free mealtimes.

c. *Counselors and Instructor Advisors.* Monthly rate counselors and instructor advisors paid on the Certificated Preparation Salary Schedule who are assigned to full time positions shall render service to the District for 35 hours per week exclusive of duty-free mealtimes.

d. *College Nurses.* Monthly rate college nurses paid on the Certificated Preparation Salary Schedule who are assigned to full time positions shall render service to the District for 35 hours per week exclusive of duty-free mealtimes.

e. *Temporary Consulting Instructors.* Monthly rate temporary consulting instructors paid on the Certificated Preparation Salary Schedule who are assigned to full time positions, except those assigned to the Campus Learning Skills Center, shall render service to the District for 35 hours per week exclusive of duty-free mealtimes.

f. *Instructor Special Assignment.* Monthly rate instructors special assignment paid on the Certificated Preparation Salary Schedule who are assigned to full time positions, except those assigned to the Campus Learning Skills Center, shall render service to the District for 35 hours per week exclusive of duty-free mealtimes.

g. *Faculty Members Assigned to Teach in the Campus Learning Skills Center.* Monthly rate faculty members paid on the Certificated Preparation Salary Schedule who are assigned to teach courses scheduled in an individualized mode in the Campus Learning Skills Center shall be 25 hours per week and shall render service to the District for 30 hours per week exclusive of duty-free mealtimes.

h. *Child Development Center Directors and Teachers.* Monthly rate Child Development Center Directors and Teachers paid on the Preparation Salary Schedule for Child Development Centers who are assigned to full time positions shall render service to the District for 40 hours per week exclusive of duty-free mealtimes for the 1980-81 fiscal year. Effective July 1, 1981 full time monthly rate Child Development Center Directors and Teachers shall render service of 35 hours per week exclusive of duty-free mealtimes.

i. *Instructional Television.* Faculty assigned to Instructional Television courses shall be considered a full time assignment. Courses with less than 200 enrollments as of the close of the first week before the beginning of a semester in which the course appears on TV may be cancelled and the teaching assignment terminated. The instructor shall be reassigned if regular or contract status is held.

2. Assignments, Fractional

Monthly rate employees who are assigned for less than full time shall render service for the number of hours based upon the proportion that their fractional assignment is to a full assignment.

3. Assignments, Hourly Rate

The basic hourly rate assignment shall be seven (7) hours per week or less. The basic hourly rate assignment may be increased to a maximum of nine (9) hours per week upon application to the College President by the Department, recommendation of the College President, and approval of the Vice Chancellor of Personnel Services. Faculty members in departments whose teaching assignment is less than fifteen (15) hours per week shall be limited to a maximum of seven hours per week.

4. Assignments, Conditions and/or Exceptions

a. *Traditional Assignment.* A traditional full time assignment shall be served between 7:00 a.m. and 4:00 p.m. during a Monday through Friday time span. No faculty member shall be assigned with a teaching break of more than three (3) hours in any given day unless the reasons for such assignment are provided in writing to the employee so assigned.

b. Non-Traditional Assignment

(1) A non-traditional full time assignment may be served in one of the following manners:

(a) A full assignment of four days and/or evenings.

(b) A split assignment requiring both day and evening campus assignments for a full teaching assignment.

(c) Saturday or Outreach assignments.

(d) Traveling teacher assignment - a full assignment which includes more than one campus in the District.

(2) A non-traditional assignment shall not be made unless the reasons for such assignment are provided in writing to the employee being so assigned.

c. Effective the Fall 1980 semester the teaching hours assignment of each full time monthly rate faculty member except those assigned to teach instructional television, or courses offered in an individualized study mode shall be the number of hours listed for the discipline in Table A. The teaching hours may be averaged over the life of this Agreement. In event a faculty member who has a teaching assignment to be averaged over the life of this Agreement goes on leave, the substitute, if any, may be assigned the teaching hours which would have been assigned to the faculty member on leave.

d. During the 1980-81 academic year, should faculty members assigned 21 hours in Table A be required to teach more than 21 hours in order to provide for the orderly transition to Table A, the faculty members so assigned shall be compensated at the hourly rate for such additional service. Such compensation shall be separate from and in addition to the faculty member's hourly rate assignment and shall not be counted for purposes of hourly rate seniority and retention. All such assignments shall cease on or before June 20, 1981. No such required assignments shall be made after June 20, 1981.

Contract Courses. All faculty members assigned in programs for which the costs are fully or partially paid under contracts between the District and another party shall be assigned in accordance with the provisions of this Article.

f. *Teaching Hours in New Disciplines.* The teaching hours in disciplines not listed in Table A shall be established as a result of negotiating between the Board and AFT.

g. Related Duties

(1) All monthly rate faculty assigned to teaching duties shall maintain a posted schedule of office hours per week at a reasonable time for student consultation as indicated below. A copy of the office hours shall be given to the Dean of Instruction.

Table A Teaching Hours	Schedule Office Hours
12 to 15	5
16	4
17	3
18	2
19	1
20 and over	0

(2) All monthly rate faculty assigned to teaching duties shall be available for student consultation, by appointment, upon request by the student.

(3) It is the responsibility of all monthly rate faculty assigned under the provision of this Article to be involved in College activities. These activities may include, but are not limited to curriculum development, sponsorship of co-curricular groups, college or District committee work, faculty meetings, or in-service training or staff development. The responsibility for involvement in college activities and assignments shall not exceed the total hours indicated in Section 1 of this Article.

(4) All faculty shall maintain accurate records of grade, attendance, and class exclusions in accordance with District policy, rules, regulations, and procedures.

(5) Permanent rosters, grade report forms, and exclusion rosters shall be given to the appropriate college administrator on or before the due dates established by the College President. The due date for the above mentioned rosters and forms shall not be less than eight (8) calendar days after the rosters and forms are distributed to the faculty.

h. *Contract Faculty Members.* Contract faculty members hired from specific eligible lists shall be assigned in their eligible subject fields only.

i. *Regular Faculty Members.* A regular faculty member may be assigned to serve in a discipline other than the one in which such faculty member was hired provided the faculty member has the qualifications and is competent to serve in that discipline.

j. Only regular faculty members and second year contract faculty members shall be eligible for assignment as Temporary Consulting Instructors or Instructors, Special Assignment.

k. Regular faculty members and second year contract faculty members shall be eligible for assignment as Temporary Consulting Instructors or Instructors, Special Assignment in Specially Funded Programs.

l. Other faculty members may be initially hired and assigned as Temporary Consulting Instructors or Instructors, Special Assignment in Specially Funded Programs. No faculty member so initially hired and assigned shall be granted contract status based upon service in such a position.

m. In the event Board Rules 6406 is deleted, Physical Education assignments shall continue as indicated in Table A and negotiations shall commence on the subject of Physical Education assignments.

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It was determined that only the vocational programs involved in the 24/21 contract be involved in this study and that the consultant confine himself to these programs.

The following is a list of those programs that would be addressed in the project:

BUILDING CONSTRUCTION

Building & Grounds Management
Cabinetmaking and Millwork
Carpentry
Sheet Metal

AUTOMOTIVE

Auto Body & Fender
Air Cooled Engines
Motorcycle Mechanics
Truck Mechanic
Auto Mechanic

ELECTRICAL MECHANICAL

Refrigeration and Air Condition Mechanics
Air Condition & Refrigerating Technology
Electrical Construction Technology

HEALTH, NURSING AND SERVICE OCCUPATIONS

Psychiatric Technician
L. V. N.
Registered Nursing
Cosmetology
Operating Room Technician
Nurses Aide

ART TRADES

Technical Illustration
Sign Graphics
Merchandising Display
Photo Lab Technician

METAL TECHNOLOGY

Machine Shop
Plastics Technician
Automatic Vending Machine
Welding-Gas & Electric

ELECTRONICS

Computer Maintenance
Consumer Electronics
Radio Communications
Electronics Technician
Electronics Assistant

DRAFTING

Architectural Drafting
Mechanical Drafting

CULINARY ARTS

Catering
Chef Training
Professional Baking
Restaurant Management

PRINTING

Printing Technician
Photo Offset
Bindery
Graphic Arts
G.A. Composition and Presswork

The timeline is as follows:

ORIENTATION WORKSHOPS----------January 7-10, 1981
TASK ANALYSIS WORKSHOPS BY DEPT.----------January 12-16
TASK ANALYSIS MAILOUT ----------February 13
TASK ANALYSIS PHONE CONTACT (BY
INDIVIDUAL INSTRUCTORS)----------February 18
TASK ANALYSIS TABULATION WORKSHOPS
BY DEPARTMENT----------February 23-26
TASK ANALYSIS TABULATION AND
ITEM ANALYSIS ----------February 24
TASK ANALYSIS FINAL TABULATION
TO PROJECT ADMINISTRATORS----------March 4
COMPETENCY BASED COURSE OUTLINES
WORKSHOPS BY DEPARTMENT----------March 17-19
DEVELOP ROUGH COURSE OUTLINES
WORKSHOPS BY DEPARTMENT----------March 25
ROUGH COURSE OUTLINE COURSE
CHANGE LIST TO FRANK HARRIS----------March 13
INITIAL COURSE CHANGE LIST
APPROVAL (ADMINISTRATORS & DEANS)----------March 29

FINAL COURSE CHANGE LIST----------April 3, 1981
COMPUTER TAPE TO CONTRACTOR
BY FRANK HARRIS ----------April 20
DEVELOP ROGUH CLASS SCHEDULE----------May 1
CLASS SCHEDULE CATALOG DESCRIPTION
WORKSHOPS, ETC.,BY DEPARTMENT----------April 20-23
ADMINISTRATIVE APPROVAL----------May 28
INSTRUCTOR LOAD, ROOM ASSIGNMENT
FINAL CLASS SCHEDULE TO FRANK HARRIS----------May 18
ALL CHANGES - CATALOG, SCHEDULE
TO FRANK HARRIS----------June 1
COURSE OUTLINE REVIEW WORKSHOPS
BUDGET----------June 2-10
FINAL COURSE OUTLINES TO F. HARRIS----------June 12

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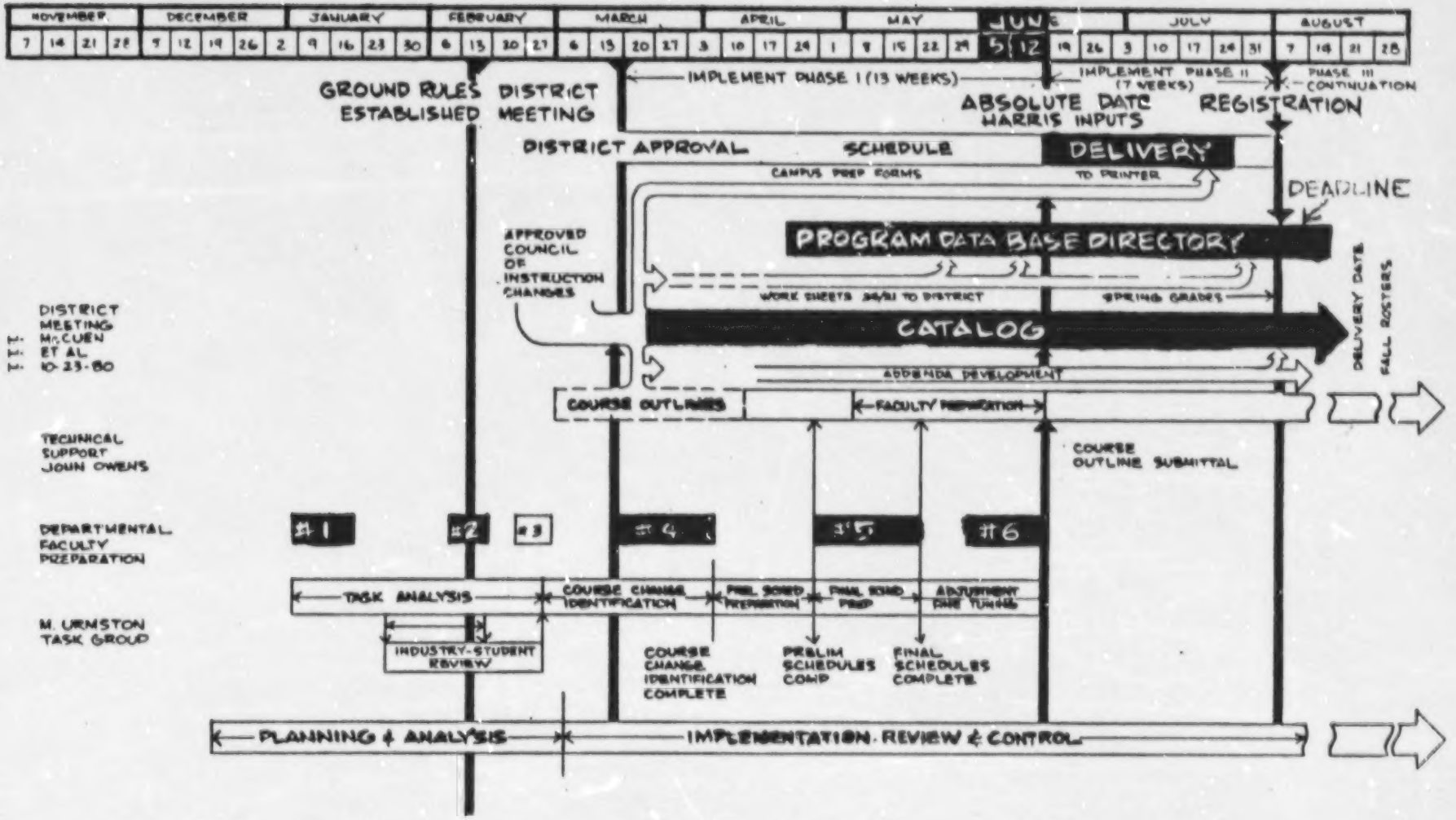

S A M P L E

LOS ANGELES TRADE-TECHNICAL COLLEGE

TASK ANALYSIS

SURVEY

TUNE-UP

OBJECTIVE: Given proper tools and equipment the student will be able to (tune-up) make proper adjustments, replacements, and repairs according to manufacturers' specifications.

MODULE: IGNITION

OBJECTIVE: Given proper tools and equipment the student will make the following checks, adjustments, and settings with 100% accuracy according to manufacturers' specifications.

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S A M P L E

LOS ANGELES TRADE-TECH COLLEGE

TASK ANALYSIS

SURVEY

T A S K S

Block Title: Tune-Up (Minor Ignition)

List the Block you are working on in the space provided (Example: Tune-up, Front Ends, Etc.).

The following is a list of tasks that we expect the student to accomplish by the completion of the unit listed. Check the appropriate frequency and difficulty levels for each task competency based on your business needs.

T A S K S	Frequency			Difficulty		
	Seldom	Occasionally	Often	Simple	Average	Difficult
After completion of this Block, the student will be able to:						
1. Identify parts of Ignition System						
2. Explain Operation of Parts in System						
3. Test Compression						
4. Test Plugs and Plug Wires						
5. Test Points						
6. Test Dwell						
7. Test Condenser						
8. Test Coil						
9. Test Secondary Wiring						
10. Test Primary Ground of Coil						
11. Test Primary Resistance of Coil						
12. Test Secondary Resistance of Coil						

LOS ANGELES TRADE-TECH COLLEGE
TASK ANALYSIS
SURVEY

TASKS	Frequency		Difficulty			
	Seldom	Occasionally	Often	Simple	Average	Difficult
13. Test Capacity (Output) of Coil						
14. Test Ignition Timing						
15. Test & Replace Distributor Parts Cap, Rotor, Centrifugal Weight Assembly						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
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32.						
33.						
34.						
35.						

1/81

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CURRICULUM REVISION
1st. SEMESTER FOLLOW-UP

DEPARTMENT_____

	FALL 1980	FALL 1981
1. WSCH in programs adjusted as a result of the Curriculum Project.		

2. Describe the Curriculum adjustments made prior to Fall 1981.

3. Describe any Curriculum adjustments made after the Fall 1981 semester began.

4. Describe the positive aspects of the Curriculum changes as experienced during the Fall 1981 semester.

5. Describe the negative aspects of the changes.

6. Additional desired Curriculum changes that are now required as a result of the Fall 1981 implementation of Curriculum changes.

_____

_____

_____

_____

_____

TGL/mer.

FACULTY CURRICULUM PROJECT EVALUATION - 1981-1982

Department: _____

Directions: Please circle the response which most accurately reflects your opinion, (1 - 7).

	Highly effective	Somewhat effective	Neutral	Somewhat not effective	Not at all
1. Were the objectives of the curriculum project clearly communicated to you?	5	4	3	2	1
2. To what extent did you complete curriculum revision assignments?	5	4	3	2	1
3. To what extent did the services of our consultant assist you in altering your department's curriculum?	5	4	3	2	1
4. Do the courses you teach require further revision in order to better instruction?	5	4	3	2	1
5. To what extent were you able to accomplish your instructional objectives prior to curriculum revision?	5	4	3	2	1
6. To what extent were you able to accomplish your instructional objectives this year?	5	4	3	2	1
7. To what extent did curriculum revision improve instruction in your department?	5	4	3	2	1

PART II

Directions: Please respond to questions (8 - 14) by writing a clear and concise statement of your opinion.

8. What were the advantages of conducting ayear-long Curriculum Revision Project? Disadvantages?

9. If conducted again, how could the project be improved?

10, Describe the curriculum changes in the courses that you teach which resulted from the curriculum project.

OFFICE OF INSTRUCTION
FUNCTIONS
Faculty Evaluation

Department_____

Part I

Directions: Please circle the response which most accurately reflects your opinion. (1-10)

	Desirable Highly Effective	Somewhat Effective	Neutral	Somewhat Not Effective	Undesirable Not at All
1. To what extent are college and district policies communicated to you?	5	4	3	2	1
2. To what extent are the policies of your department communicated to you?	5	4	3	2	1
3. To what extent are the objectives of the college communicated to you?	5	4	3	2	1
4. To what extent are the objectives of your department communicated to you?	5	4	3	2	1
5. To what extent do you participate in formulating college and department policies?	5	4	3	2	1
6. To what extent do you desire to participate in formulating department and college policies?	5	4	3	2	1

	Desirable Highly Effective	Somewhat Effective	Neutral	Somewhat Not Effective	Undesirable Not at All
7. How effective is our current faculty evaluation system?	5	4	3	2	1
8. What is your opinion of competency based education?	5	4	3	2	1
9. To what extent have you updated the course(s) that you teach?	5	4	3	2	1
10. To what extent do you favor development of interdepartmental programs?	5	4	3	2	1

Part II

Directions: Please respond to questions (11-15) by writing a clear and concise statement of your opinion.

11. Suggestions for improving communication between the Office of Instruction and your department.

12. Suggestions for improving faculty participation in the governance and activities of the college.

13. Suggestions for the development of interdepartmental programs and the Teaching Resources Center.

14. Suggestions for the systematic review and evaluation of Curriculum.

15. Suggestions for improving our students acquisition of basic skills and computer compentency.

Part III

Answer each of the following by circling the answer which most accurately reflects your position.

1. How long have you been teaching at LATTC?

   (a) 0-5 years (b) 5-10 years (c) 10-20 years (d) 20 years +

2. How recent has your employment been with an industry in your field of teaching expertise?

   (a) currently employed (b) 1-3 years (c) 3-5 years (d) 5-10 years
   (e) 10 years +

3. How long has it been since you attended a college or university?

   (a) never attended (b) 1-3 years (c) 3-5 years (d) 5-10 years
   (e) 10 years +

4. Highest earned degree:

   (a) High School Diploma (b) AA degree (c) BA or BS degree
   (d) MA or MS degree (e) Ph D or Doctorate degree

5. Years of industry experience:

   (a) 5 years or less (b) 5-10 years (c) 10-15 years (d) 20 years or more

PROGRAM EVALUATION PROJECT STEERING COMMITTEE

Don Misumi	Mathematics/Science
Kamiran Badrkhan	Electronics
Jim Norrington	Electrical Mechanical
Tom Dismukes	Drafting
Pete Rauterkus	Metals
Burcott Biggs	Graphic Communications
Pat Owens	Automotive Technology
Jose Cortez	Automotive Technology
Willie Jones	Automotive Technology
Pat Wilson	Apparel Arts
Ernest Green	Culinary Arts
Mark Hill	Language Arts
Jules Draznin	Language Arts
Mirian Minkoff	Business and Office Administration
Mary Hochman	Learning Resources Center
Dorothy Smith	VEA
Paula Banda	Counseling
Gloria Verdugo	Counseling
Ron Parker	Apprenticeship
Kenneth Nakano	Administrative Services
Steven Mark Sachs	Academic Affairs
Mohamed El-Tawansy	Electrical Mechanical
George Woo	Building Construction

PROGRAM EVALUATION PROJECT

FACTORS SURVEY

INSTRUCTIONS: The following survey is to determine which factors you think most affect the outcome of program evaluation. Please circle the response which most accurately reflects your opinion.

NAME_____

FACTORS WHICH MAY AFFECT THE OUTCOME OF THE

EVALUATION OF PROGRAMS

CURRICULUM	VERY IMPORTANT	SOMEWHAT IMPORTANT	NEUTRAL	SOMEWHAT NOT IMPORTANT	NOT AT ALL
Curriculum organization (ie. block vs non-block)	5	4	3	2	1
Course objectives	5	4	3	2	1
Currency of course outlines	5	4	3	2	1
Transferability of the program of courses and/or the program	5	4	3	2	1
Appropriate use of co & prerequisites	5	4	3	2	1
Interdependence on other departments to meet co & pre-requisites	5	4	3	2	1
Value of assessment tests	5	4	3	2	1
FACULTY					
Teaching load	5	4	3	2	1
Class size	5	4	3	2	1
Staffing level and its impact on the program (ie. ratio of faculty to students)	5	4	3	2	1
Results of the evaluation of teacher instruction	5	4	3	2	1
Peer	5	4	3	2	1
Student	5	4	3	2	1

FACULTY	VERY IMPORTANT	SOMEWHAT IMPORTANT	NEUTRAL	SOMEWHAT NOT IMPORTANT	NOT AT ALL
The evaluation process and its impact on the program (Hawthorne effect)	5	4	3	2	1
Teacher currency in their fields	5	4	3	2	1
Morale	5	4	3	2	1
Availability of teachers to students before and after class	5	4	3	2	1
STUDENT					
Number of students matriculating in the program	5	4	3	2	1
In what time span	5	4	3	2	1
Number of students repeating courses	5	4	3	2	1
Number of students that fail to complete the program	5	4	3	2	1
Affect of the type of course on attrition	5	4	3	2	1
What efforts are made to follow up on why students don't complete the program?	5	4	3	2	1
How prepared are students entering the program?	5	4	3	2	1
What is the affect of the counseling function?	5	4	3	2	1
How prepared are students upon leaving the program for employment or transfer to a university?	5	4	3	2	1

STUDENT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NEUTRAL	SOMEWHAT NOT IMPORTANT	NOT AT ALL
Demographics of students in the program	5	4	3	2	1
Placement (30 day retention)	5	4	3	2	1
Transfer rates	5	4	3	2	1
EXTERNAL FACTOR					
Cooperation of various departments to program success	5	4	3	2	1
Staff	5	4	3	2	1
Supplies	5	4	3	2	1
Services	5	4	3	2	1
Program costs - availability of financial aid	5	4	3	2	1
Present job market	5	4	3	2	1
Employment Outlook	5	4	3	2	1
Marketing of the program	5	4	3	2	1
Legislative regulations (Title 5, Vocational Education Regulations, etc.)	5	4	3	2	1
Contract agreement	5	4	3	2	1
Advisory committee	5	4	3	2	1
ADA	5	4	3	2	1
Articulation agreements with universities or lack of such	5	4	3	2	1

EXTERNAL FACTOR	VERY IMPORTANT	SOMEWHAT IMPORTANT	NEUTRAL	SOMEWHAT NOT IMPORTANT	NOT AT ALL
Administration of the department college district	5	4	3	2	1
Influence of student employment on student enrollment and matriculation	5	4	3	2	1
Information on student preparedness	5	4	3	2	1
INSTRUCTIONAL SERVICES					
Placement of students in the proper class	5	4	3	2	1
Counseling function and its affect on the program	5	4	3	2	1
Use of the services of the LRC	5	4	3	2	1
Affect of the availability of the services of the LRC on program effectiveness	5	4	3	2	1
Tutoring services and student access	5	4	3	2	1
ADMINISTRATIVE SERVICES					
Budget process	5	4	3	2	1
Admissions and registration process	5	4	3	2	1

CAMPUS PUBLICATIONS	VERY IMPORTANT	SOMEWHAT IMPORTANT	NEUTRAL	SOMEWHAT NOT IMPORTANT	NOT AT ALL
Accuracy of the college catalog & schedule	5	4	3	2	1
OVERALL PROGRAM					
Resources available	5	4	3	2	1
Human # of teachers # of classified support # of student assistants	5	4	3	2	1
Equipment - how much and how current & how well maintained	5	4	3	2	1
Facilities allocation -amount of space for teaching -accessibility to handicapped students -appropriate use of rooms (i.e. are labs being used as lecture rooms and vice sersa)	5	4	3	2	1

SUGGESTED EVALUATION TEAM MEMBERS

INSTRUCTIONS: The following survey is to determine which evaluation team members you think are most important. Please circle the response which most accurately reflects your opinion.

SUGGESTED EVALUATION TEAM MEMBERS

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NEUTRAL	SOMEWHAT NOT IMPORTANT	NOT AT ALL
Department Head	5	4	3	2	1
Faculty member from the discipline	5	4	3	2	1
One extra Department Head	5	4	3	2	1
Advisory Member	5	4	3	2	1
Participant from another college within the same discipline	5	4	3	2	1
Assistant Dean of Learning Rescurces & Curriculum	5	4	3	2	1
AFT Representative	5	4	3	2	1
Dean of a School	5	4	3	2	1
Faculty Senate Representative	5	4	3	2	1
Vice President of Academic Affairs	5	4	3	2	1

FOOTNOTES

[1]Marita Hernandez, "Return to Basic College Urged," Los Angeles Times, January 28, 1984, part I p24.

[2]John S. Owens, Final Report on Revision of Occupational Curricula to Provide for Maximum 21 Instructor Contact Hours for Los Angeles Trade Technical College.

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